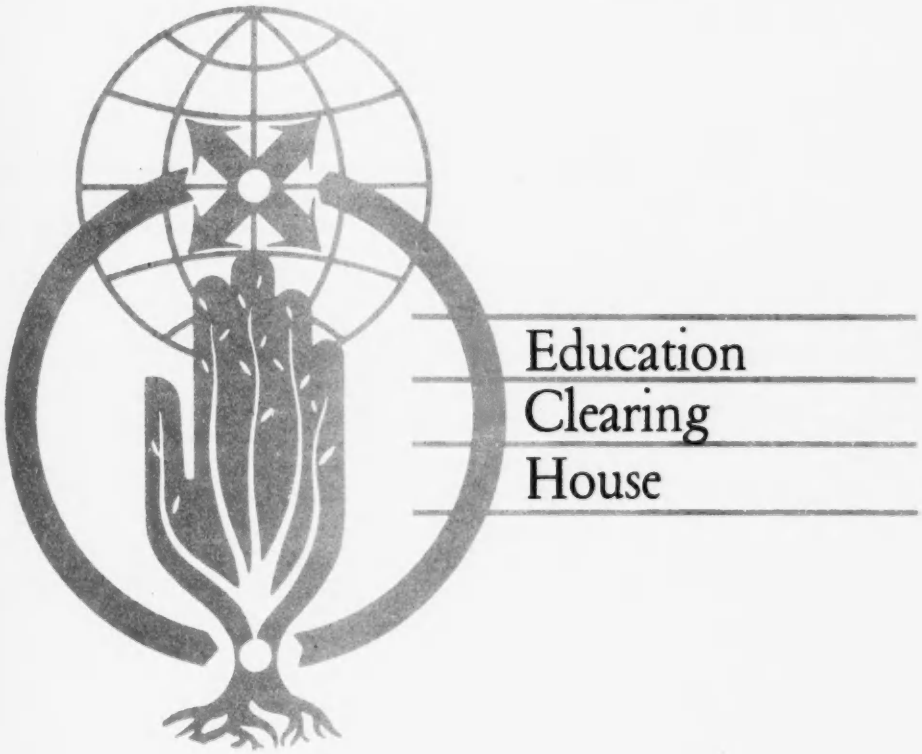
ABSTRACTS/30
Vol. III N° 8

Reference
Z
5813
.U5
A2

Education International

UNESCO/ED/109
Paris, August 1951

Fundamental Education Abstracts



UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION - 19, AV. KLÉBER, PARIS XVI

PREFACE

The purpose of the monthly *Fundamental Education Abstracts*, the first issue of which appeared in March, 1949, is to supply at regular brief intervals a descriptive bibliography of technical materials relevant to fundamental education throughout the world. Three separate language editions are issued each month, in English, French and Spanish.

As far as possible full bibliographical data are given for each item listed. Items are numbered consecutively throughout each yearly volume. Prices of publications are included as a convenience to readers, but orders must be sent to booksellers or to the originators of the material and not to Unesco. However, materials issued by Unesco may be obtained directly.

Field workers, research students and others engaged or interested in fundamental education are invited to send in to the Clearing House documents, textbooks and other technical materials in the field of fundamental education for possible inclusion in the *Abstracts*. Critical comments and suggestions will also be most welcome as a means of improving our service.

*

* *

SECTION A

MATERIALS ON THE THEORY AND PRACTICE OF FUNDAMENTAL EDUCATION

GENERAL WORKS

211. Kandel, I.L. *Raising the School-Leaving Age.* (Studies on Compulsory Education, N°1) Paris: Unesco, 1941. 71 pp. (Pub. No. 897). $ 0.50; 3s.; 150 frs. Published separately also in French.

A brief comparative study of the movement to prolong compulsory schooling in Western Europe and North America. The author analyses the reasons for this movement and takes stock of the present situation in the countries under review. The social and economic results of a longer period of compulsory education are examined, particularly the opportunity which would be offered for entirely revising the aims and scope of the primary and secondary schools, which have hitherto reflected a distinction in social classes and occupations.

212. Unesco. *Human Rights Exhibition Album.* Paris, 1951. 1 brochure, 35 pp.; 110 plates. $ 3.00; 16s.; 800 frs. Published separately also in French.

This album is issued by Unesco as part of its information campaign aimed at showing both children and adults the rights and corresponding duties set out in the Universal Declaration of Human Rights adopted by the United Nations General Assembly on 10 December 1948. The plates are supplemented by a separate brochure, "A Short History of Human Rights" which is intended primarily for the use of teachers. All materials are taken from the Human Rights Exhibition organised by Unesco in Paris last year.

213. Unesco. *Report of the Director-General on the Activities of the Organization from April 1950 to March 1951.* (Pub. No. 973). Paris, 1951. 188 pp. $ 1.50; 10s.6d.; 500 frs. Published separately also in French.

The official annual report on the work of Unesco prepared by the Director-General for presentation to the Sixth Session of the General Conference meeting in Paris, June - July 1951.

214. Unesco. *Study Abroad. Vol. III: Vacation Study Supplement.* (Pub.No.955). Paris, 1951. 40 pp. $ 0.45; 2s.9d.; 135 frs. Published separately also in French.

Details of organized study, observation or work programmes available this summer in 39 countries are given. Only programmes specifically intended for or likely to interest visitors from abroad are listed. An additional section describes courses and tours covering more than one country.

215. United Nations. *Non-Self Governing Territories;* summaries and analyses of information transmitted to the Secretary-General, during 1949. Lake Success, N.Y., 1950. 2 v. (U.N. Pub. Sales No.:1950.VI.B.1.). V.1: $ 4.00; V.2 : $ 2.00.

For the fourth successive year the publication brings together the information trans-

mitted to the U.N. in terms of Article 73e of the Charter. Volume A contains a summary, for the territories as a whole, of constitutional and procedural questions, of economic, social and educational trends , and of international co-operation. The analysis prepared by the Secretariat covers the fields of economic conditions, labour, public health, education and social welfare. Volume 2 contains data for each of the 62 territories, grouped into 8 chapters according to the Administering Power (Australia, Belgium, Denmark, France, Great Britain, the Netherlands, New Zealand and the U.S.A.). The information on education deals with policy and administration, higher and vocational education, adult education and the development of cultural institutions; statistics are provided where relevant.

216. United Nations. Statistical Office. *United Nations Statistical Yearbook, 1949-50.* (U.N. Pub.No.1950, XVII 3). New York, 1950. 556 pp. 166 tables. $ 6.00; 40s.; 24 Swiss frs. Bilingual in English and French.

The second issue of this Yearbook contains comprehensive social and economic data from 250 countries and territories, mostly for the two decades 1930-1949, assembled by the Statistical Office of the United Nations in co-operation with the Specialized Agencies and other inter-governmental bodies and national statistical offices. Of particular interest to fundamental education and technical assistance are the sections on population (by area and density), man power, agriculture, industrial production, transport, communications and education. Education tables give illiterate population by age and sex according to the latest censuses: number of schools, teaching staff and students.

217. World Health Organization. *Expert Committee on School Health Services.* Geneva, 1951. 36 pp. $ 0,25; 2s.; Swiss fr. 1. (Technical Report Series, No.30). Published separately also in French.

Expert advisory panels and committees are an essential part of the machinery of WHO, set up to provide the Organization with technical advice on particular subjects. The present report outlines basic policies and practical suggestions regarding school health services applicable to different countries, including economically under-developed areas. Similar reports have been made on such subjects as *Maternal and Child Health, Environmental Sanitation, Health Statistics, Mental Health, Nursing and Nutrition.* Until the end of 1949, reports of expert committees were published in the *Official Records of the World Health Organization*; subsequently these have been issued as the *Technical Report Series*, in English and French separately.

(AFRICA)

AFRICA (general)

218. *Conférence interafricaine sur l'alimentation et la nutrition.*, Dschang, Cameroun, 3-9 octobre 1949. Paris: La Documentation française (14, rue Lord Byron, 8e) 1949. 537 pp. No price given.

This conference was one of the series of technical meetings organized as a result of Anglo-French-Belgian discussions held in Paris, May 1947. The conference was attended by 23 delegates from Belgium, France, the United Kingdom and their respective African territories, the Union of South Africa and Portugal. Observers from FAO and WHO were also present.

The object of the conference was to consider the problems of food and nutrition in the various countries of Africa, to seek solutions of a general nature and thus lay the foundation for tackling problems on a local basis. The principal points considered were 1) Dietary requirements and the state of nutrition, 2) the need for more extensive study of the problems of diet and nutrition, 3) nutritive values of foods and tables of food composition, 4) the feeding of special groups, 5) the feeding of workers, 6) measures to increase the production of food and improve its quality, 7) food preservation and storage, 8) the problem of the hungry months, 9) regions where malnutrition is specially serious, 10) demonstration areas, 11) education of the public in nutritional matters, 12) the need for personnel trained in nutrition, 13) the establishment of local nutrition organizations or committees, 14) an inter-African information bureau of food and nutrition, 15) organization of a further conference.

The book is in French but the speeches and reports of English speaking delegates have been published in English with a French translation. There is a bibliography of the works consulted for the preparation of the conference.

(A F R I C A)

MOROCCO

219. Barennes, Yves. *La modernisation rurale au Maroc.* (Institut des Hautes-Etudes marocaines. Collection des Centres d'études juridiques, tome 26). Paris: Librairie générale de droit et de jurisprudence (20, rue Soufflot), 1948. 152 pp. No price given.

This study of the reform known as "rural development of Morocco" or of the *Paysannat marocain* opens with a brief sketch of the physical and human environment it is proposed to change. The author then analyses objectively the concept of rural development – the aims, early achievements in some 25 *secteurs de modernisation du paysannat* (modern plantations owned by Moroccans chosen to conduct the first experiments), and results of an economic, social and political order. Since the Protectorate Government has the double objective of increasing the Moroccan farmer's material resources and improving his way of life, it becomes possible to make comparisons with other projects for rural development: the kolkhoz, TVA, settlements in Palestine, ground-nuts scheme in British East Africa.

220. *Cahiers de la modernisation rurale.* Rabat: Société d'études économiques sociales et statistiques, 1947- . No price given.

Two years after the *secteurs de modernisation du paysannat* (described in the work listed above) were begun, this scientific body in Rabat undertook to publish in pamphlet form a series of objective studies on the experiment. Work of the studies to date deal with single secteurs: the full list of titles is :

1. *Le Secteur de modernisation du paysannat des Ait Ayache-Sejaa (S.M.P. N° 8)*, par Jacques le Prévost, 35 p.
2. *Les bases d'action des S.M.P. (études préliminaires)*, notes rédigées à l'aide de rapports de création des S.M.P., 63 p.
3. *Etude des modalités d'action du Paysannat*, par René Dumont, 48 p.
4. *Les Secteurs du Guigou : Skoura et Almis* (S.M.P. Nos. 12 et 26), par Jacques Le Prévost, 62 p.
5. *Deux Secteurs de rayonnement : Oued Massa (S.M.P. 15) et Ben Ahmed (S.M.P. 19)*, par Jacques Le Prévost, 43 p.
6. *Les débuts de la modernisation rurale : S.M.P. 1 (Béni-Mellal) S.M.P. 2(Dkhissa)* par Robert Jambardan, 40 p.

7. *S.M.P. N° 7 (Tafilalet)*, par Robert Jambardan, 29 p.
8. *Réflexions sur la production céréalière au Maroc*, par Jacques Milleron. 47 p.
The studies are illustrated with photographs, maps and diagrams. Together they make up a valuable set of source materials on an enterprise which by its originality and breadth of action, deserves the attention of economists, sociologists and fundamental educators.

(A F R I C A)

N I G E R I A

221. Conference of Principals of Approved Secondary Schools in the Western Provinces of Nigeria. *The Choice of a Career.* London : Longmans, Green and Co., 1950. 120 pp. 2 s. 6 d.

This pamphlet gives students leaving the secondary schools of Nigeria brief descriptions of employment offered in twenty-eight departments of government. Qualifications and salary schedules are listed. Positions in nine commercial firms are briefly described, including useful information for the guidance of applicants.

(A M E R I C A)

B R A Z I L

222. Brazil. Instituto Nacional de Estudos Pedagogicos. *Actividades Economicas da Regiao no Curso Primario: Sugestoes para organizaçao e desenvolvimento de programas.* (Publicaçao no. 50) Rio de Janeiro (Caixa Postal 1669), 1950. 29 pp. No price given.

Several booklets in this series (see also *F E Abstracts* December 1950) are devoted to the INEP enquiry conducted over the past four years with a view to co-ordinating school programmes and adapting them more closely to the country's varied social and economic conditions.
This booklet deals with a course on "knowledge of the regional economic activities" which, it is suggested, should find a place in all continuation (upper primary) classes. The aims of the course are to inculcate a respect for work with a better understanding of social duties and to give the pupil vocational information in the absence of an organized guidance service. Suggested for inclusion in the course are manual work, subjects for language classes, visits and games; and a systematic study of pupils by the teacher.

223. Brazil. Instituto Nacional de Estudos Pedagogicos. *Problemas de Educaçao Rural.* (Publicaçao No.47), Rio de Janeiro, (Caixa Postal 1669), 1950. 105 pp. No price given.

This booklet brings together the work-plan and study-outlines of a specialized seminar on rural education held in 1949 under the direction of Robert King Hall of Teachers College, Columbia University. The following themes were studied: integrattion of the primary school in the rural community; developing a programme; teacher-training; the teacher and economic development; the rôle of the school in national security. For each topic a detailed study-plan and questionnaire are given to serve as a basis for discussion and research. Each topic also has a bibliography of material available in the various educational libraries of Rio de Janeiro.

(A M E R I C A)

C O L O M B I A

224. Capo, Carmelina. *A Family Living Programme in Viani.*, February-July, 1950 (Occasional papers in education, N° 9). Paris: Unesco, 1951. 28 pp. Gratis.

Miss Capo is a Puerto Rican specialist in home economics who was sent by Unesco to the Associated Project of Viani, Colombia, in response to a need expressed by the people of the community. In the course of her five months' work with the project she tried to influence all possible agencies and groups to adopt programmes which might lead to better home conditions. An initial meeting and discussion with the villagers showed what the main groupings - and needs - might be. Miss Capo then met the teachers (with a view to affecting curricula and parent-teacher relationships); the women (leading to home visits and informal Sunday meetings); adolescent girls (who then organized clubs and study meetings), the boys (leading to home gardens and furniture making); finally the men and the municipal authorities. The technique of indirect leadership used throughout this experiment is one of the greatest importance to fundamental education.

(A M E R I C A)

P E R U

225. Peru. Direccion de Educacion Primaria. *Plan de Accion de la Campana Rural.* Lima, 1950. 49 pp. No price given.

This report of a plan of action for a rural campaign was drawn up by the "Junta Militar de Gobierno" in April, 1950, for publication before the organization of the campaign. It is intended to give a new impulse to the education of children in rural areas, and to raise the social and cultural level of indigenous communities. In the seven zones chosen the general aim is to fight illiteracy, to train workers in different trades, and to improve the hygiene and welfare of the people, so that this important section of the population of Peru can play its full part in the economic and general life of the nation.
In each area the existing schools act as centres for the campaign, and the social workers officially appointed to carry out the plan collaborate closely with the local teachers and leaders. A map and description of each zone are included.

226. Peru. Ministerio de Educacion Publica. *Plan de Educacion Nacional.* Lima, 1950. 179 pp. No price given.

This report, approved by decree on 13 January 1950, outlines a comprehensive plan for national education in Peru. The basis and aims of education in Peru are defined in great detail. The general policy is to satisfy first of all the most pressing educational needs in the country. Primary, secondary, technical and normal education are studied carefully, and detailed statistics on the different schools are given. At the end of each chapter new plans are outlined, based on existing needs. Four maps are included, showing the number and location of existing primary, secondary, technical and normal schools.

(A M E R I C A)

P U E R T O R I C O

227. Johnson, Alice Miller. "Health Education Program in Puerto Rico" *American Journal of Public Health and the Nation's Health,* Vol. 36, No. 9 (September 1946), pp. 993

1001. Published monthly by American Public Health Association, 1790 Broadway, New York 19, N.Y. $ 7.00 per year; single number 70 ¢.

The genesis and evolution of Puerto Rico's ten year plan for health education - an island-wide achievement in co-operative effort on the part of the Department of Health, the Office of Education, the University of Puerto Rico, the School of Tropical Medecine, the Polytechnic Institute, the Farm Security Administration, the Agricultural Extension Division.

(AMERICA)

UNITED STATES OF AMERICA

228. Kempfer, Homer. *Adult Literacy Education in the United States.* Washington, D.C.: U.S. Office of Education, 1950. 5 pp. (Circular, No.324). No price given.

A brief survey of the problem of illiteracy in the United States. Data collected in 1947 revealed just under three million people admitting illiteracy; but from school records it was known that over eight millions had had four years or less of schooling (the more generally accepted definition in the United States). While data or hard to come by, it seems that slightly under 100,000 illiterate adults are enrolled in classes. A wide range of teaching methods is reported, with the Basic English system heading the list.

229. Michigan. Dept. of Public Instruction. *The Community is Your Classroom: Cooperative Occupational Training in Michigan Schools.* (Bulletin No. 297). Lansing, 1950. 26pp. No price given.

This bulletin, intended for school administrators, describes the organization and operation of work-study programmes in Michigan for boys and girls 16 years of age and over which combine classroom instruction in secondary schools with supervised paid, part-time employment on jobs which require training. It is claimed that these programmes enable even small secondary schools to offer vocational training in a wide range of occupations; permit earning while learning; assist students in finding later full-time employment and encourage co-operation and mutual understanding between school and community.

230. U.S. Office of Education. *School Buildings.* (Bulletin 1950 No.17) Washington, D.C.: U.S. Govt. Print. Off. 1950. 37 pp. $ 0.20.

Contains a great deal of useful information for officials responsible for the maintenance, modernization and improvement of existing school plants. Every phase of the subject is touched upon including provisions for safety; roof care; heating and ventilation; sanitary services; reconditioning of floors; acoustics; electric services; control of termites; and yards and playgrounds.

(ASIA)

INDIA

231. *Indian Journal of Adult Education,* Vol. XII, No.1. March 1951. Delhi: Indian Adult Education Association (30, Faiz Bazar) 48 pp. No price given.

Contents of this issue include an editorial, three main articles and a book review section.

The first article by Sahfiq-Ur-Rahman Kidwai, Director of the Adult Education Department, Jamia Millia Islamia, deals with methods used in teaching illiterate adults, and emphasizes the value of helping the individual to learn by himself. The second article is a short report on the First National Seminar held in Jabalpur in December 1950 to consider the problem of the organisation and conduct of literacy campaigns. The report on the Seventh All-India Adult Education Conference held in 1950 outlines the main resolutions adopted. Among these was a recommendation that the State and National Governments of India recognize the work accomplished by voluntary agencies in adult education and adopt as a definite policy the support and coordination of voluntary efforts in this field. The desirability of holding yearly seminars on adult education was emphasized.

(A S I A)

U. S. OF INDONESIA

232. Grader, Ch. J. "De Rukun Tani-beweging in het landschap Tabanan" Reprinted from *Indonesie* Vol.4 No.5. Published 6 times a year. The Hague: N.V. Uitgeverij W.v. Hoeve (Barentszstraat 20). Subscription for the Netherlands, Indonesia, and West Indies: Guilder 15.50; other countries: 16.50; for students: 12.50. Single issues: 3.95.

An account of the recent growth in Bali of the rural co-operative movement. Through government support and with local leadership the movement has steadily developed. In one area, described in detail, a private commission for establishing farmers' co-operatives has got to work. The commission had been instrumental in founding 20 co-operatives by the middle of 1950, and is now trying to settle the main principles of action in a more stable way so that the experiment may be applied in other areas.

The role of the commission is that of a stimulating agency - seems to be general propaganda, technical information and leadership training, contacts with commerce and with the authorities, as modernization of techniques, etc. In due course the commission, or its equivalent in other areas, will be representative of the constituent co-operative societies.

While the general principles of these societies are well known, several particulars of the Balinese experiment are emphasized as novel. The unit for co-operative purposes is the village community (in material rather than religious aspects, the *bandjar*), in which the tradition of mutual help is still strong. The co-operative movement is being built up administratively to match the socio-political structure of the country (at community, village-groups and district levels). Within the community an old institution, the meeting place (*balé bandjar*), is being developed to provide a "community centre" in the modern sense. The rural co-operative societies are co-ordinated to allow for general growth of credit, consumer and sale co-operatives together. The co-operative movement takes an active part in the national literacy campaign. Finally, there is close contact with government agencies for information (mainly agricultural and co-operative services) to make up for lack of commercial training.

(AUSTRALASIA)

AUSTRALIA

233. Australia. Commonwealth Office of Education and Universities Commission. *Annual Report, 1949.* Sydney: (Grace Bldg., York St.), 1950.? 26-14 pp. (Processed). No price given.

Australia. Universities Commission. *Commonwealth Reconstruction Training and Financial Assistance Schemes, Statistical Survey - 1949.* Sydney, 1950.? 3 pp., 70 tables. (Processed). No price given.

The first report summarizes the activities of the Education Office in research, publications and specialized work with adults, migrants and international agencies. The second treats largely of financial and other assistance to students and the current status of reconstruction (veterans') training.
The separately issued appendix gives detail statistical data on the operations described in the second report.

(EUROPE)

GREAT BRITAIN

234. Great Britain. Ministry of Education. *Building Bulletin No. 4* London : H.M.S.O., 1951. 24 pp. 1 s.

This bulletin, dealing with the cost of school building, analyses costs and describes a new approach towards cost accounting for use by architects, quantity surveyors and school officials. Approved methods of building cost planning and suggestions for action are given in detail. There are several appendices including Effect of Plan Shape on Cost; definition of Net and Gross Cost; a list and description of Elements; and a Specimen Cost Analysis.

235. Great Britain. Scottish Education Department. *Education in Scotland in 1950.* Edinburgh : H.M.S.O., 1951. 95 pp. 2 s. 6 d.

This detailed report gives an account of the activities of the instructional and administrative branches of public education, to which is appended an extensive set of statistical tables. Although treatment is summary, coverage is wide (there are twenty-two sub-divisions in the chapter on primary and secondary education). Particularly Emphasis is placed on the welfare of the child and the educational provisions for persons beyond school age.

SECTION B

MATERIALS USEFUL IN FUNDAMENTAL EDUCATION

TEXTBOOKS

236. Boss, Andrew and Pond, George A. *Modern Farm Management.* Saint Paul, Minn.: Webb Publishing Company, 1949. 494 pp. $ 5.00.

This text is suitable for use in a general course on farm management, either as a final course in a secondary school of vocational agriculture, or in a college of agriculture. It is based upon the results of agricultural research in colleges of agriculture, the experience of farmers and State and Federal Departments of Agriculture, and the actual teaching experience of the authors. It is intended to provide and develop the essential background for successful farming, illustrating the successive stages of organizing a farm business. It is suitable both for students who intend to become managers of farms and for farmers desiring to study the principles and methods of modern farm management.
Modern Farm Management contains chapters on the history and development of farm management, farm organization and operation, farm management services and related problems.

237. New Zealand. Education Department. School Publications Branch.
Cook Islands Journal (*Te Tuatua Apii o te Kuki Airani*)
Niue Islands Journal (*Tohi Tala ma e Tau Aoga Niue*)
Samoan School Journal (*Tusitala Mo A'oga Samoa*)
No price given.

These journals are prepared in the vernaculars and issued each month to schools as supplementary reading material. The Cook and Niue journals are small octavo, usually 16 pages in length; the Samoan one is somewhat larger in page size and in length. Brief notes on the contents of a single issue will indicate the scope: Cook (no. 1, 1950) - message from the Prime Minister (2 pp.), an African folk tale (4 1/2 pp.), a traditional Karatongan story "The Stolen Pig" (4 1/2 pp.), how paper was first made (4 pp.). Niue (No. 1, 1950) - message from the Prime Minister (2 pp.) "The Taniwha" - a play on modern Maoris (5 pp.), an African tale (5 pp.), a Polynesian legend "The Fish of Mani" (3 pp.). The larger Samoan journal has more varied contents for different levels (N° 3, 1950) - Flag raising day (all levels, 3 1/2 pp.), an Indian story (junior, 1 1/2 pp.), children of other lands (intermediate, 8 pp.), John Williams, missionary (senior, 5 pp.), story of a Bermuda child (intermediate, 5 pp.), a Samoan custom (intermediate, 1 p.).
These series have two points of interest for the fundamental educators of other countries: the excellent production (clear type, large illustrations often using two colours) and the device of providing vernacular reading material through a school journal.

238. Pinault, Suzanne. *Sténographie du Tricot.* Paris: Guy le Prat, éditeur, (5, Rue des Grands Augustins), n.d. 63 pp. No price given.

This booklet "Knitting Shorthand" is a guide to knitting and can be easily learned,

illustrating 75 different kinds of stitches. The author uses special signs which are explained at the beginning of the book. These signs and adequate photographs of stitches are sufficient to guide any attentive knitter in the building up of the most elaborate designs.

AUDIO-VISUAL AIDS

239. Canada. National Film Board. *Health and Welfare Films and Filmstrips.* (Canada's Health and Welfare, Special Supplement, No. 21). Ottawa : King's Printer, 1951. 7 pp. Gratis.

A descriptive bibliography of films and filmstrips available at the National Film Board of Canada on such health and welfare subjects as Canada's National Health Programme, Maternal and Child Health, Venereal Disease Control, Personal Hygiene, Nutrition and Mental Health. At the end of each section are listed titles of printed material produced by the Canadian Dept. of National Health and Welfare, which might serve as supplementary aids. A price list of all publications, with brief descriptions of each, is obtainable from either the Health and Welfare Dept. or from the King's Printer, Ottawa.

240. *Film User : 16 mm. Cinefilm and 35 mm Filmstrip.* Monthly. London : Current Affairs Ltd. (174 Brompton Road, S.W.3). Yearly subscription : 12 s. 6 d., post free. Single issues : 1 s.

Contains general news notes of current interest on films and filmstrips in the British Isles. Articles give practical advice on the use of equipments and discuss handy methods of improvization with available materials. New equipment being put on the market is reviewed and a large range of equipment advertised. New releases of films and filmstrips are reviewed under the headings : education, information, entertainment.

*

* *

AUTHOR INDEX

American Journal of Public Health and the Nation's Health, 227
American Public Health Association, 227
Australia. Commonwealth Office of Education, 233
Australia. Universities Commission, 233
Barennes, Yves, 219
Boss, Andrew, 236
Brazil. Instituto Nacional de Estudos Pedagogicos, 222, 223
Cahiers de la modernisation rurale, 220
Canada. National Film Board, 239
Capo, Carmelina, 224
Conférence interafricaine sur l'alimentation et la nutrition, Dschang, Cameroun, 3-9 octobre 1949, 218
Conference of Principals of Approved Secondary Schools in the Western Provinces of Nigeria, 221
Current Affairs, Ltd. (London), 240
Film User (journal), 240
Grader, Ch.J., 232
Great Britain. Ministry of Education, 234
Great Britain. Scottish Education Department, 235
Indian Adult Education Association, 231
Indonesië (journal), 232
Johnson, Alice Miller, 227
Kandel, I.L., 211
Kempfer, Homer, 228
Michigan. Department of Public Instruction, 229
Morocco. Institut des hautes-études marocaines, 219
New Zealand. Education Department. School Publications Branch, 237
Peru. Direccion de Educacion Primaria, 225
Peru. Ministerio de Educacion Publica, 226
Pinault, Suzanne, 238
Pond, George A., *jt. auth.*, 236
Société d'études économiques, sociales et statistiques (Morocco), 220
Unesco, 211, 212, 213, 214, 224
United Nations, 215
United Nations. Statistical Office, 216
U.S. Office of Education, 228, 230
World Health Organization, 217

SUBJECT INDEX

Adult education, 231, 233
Africa, 218
Agricultural education, 236
Associated projects, 224
Audio-visual education, 239, 240
Australia, 233
Bibliographies, 218, 223, 239
Brazil, 222, 223
Canada, 239
Colombia, 224
Community and school, 224
Compulsory education, 211
Co-operatives, 232
Curriculum, 214, 222, 224
Education, 226, 233, 235
Films and filmstrips, 239, 240
Finances, 234
Follow-up reading matter, 237
France, 238
Great Britain, 234, 235, 240
Health education, 217, 218, 227, 239
Health surveys, 218
Home economics, 224, 238
Illiteracy, 228
India, 231
Journals (new), 240
Leadership training, 224, 232
Literacy campaigns, 225, 231, 232
Morocco, 219, 220
New Zealand, 237
Nigaria, 221
North America, 211
Organization and administration, 226
Peru, 225, 226
Primary education, 222, 223, 225, 226
Puerto Rico, 227
Rural development, 219, 220
Rural education, 223, 225, 226, 232
Scholarships and fellowships, 214
School buildings, 230, 234

Scotland, 235
Secondary education, 226
Statistics, 215, 216, 217, 226
Surveys, 218
Teacher-training, 223, 226
Technical education, 226
Textbooks, 236, 237, 238
Unesco, 213
United Nations, 215
U.S.A., 228, 229, 230, 239
U.S. of Indonesia, 232
Universal Declaration of Human Rights, 212
Viani, 224
Vocational guidance, 221
Vocational training, 229
Western Europe, 211
Youth clubs, 224

* * *